



## POETRY



## THE GRANDMOTHER

Ray Young Bear

*RAY YOUNG BEAR (b.1950) is a Native American poet and novelist of the Mesquaki tribe of North America. Growing up on the Mesquaki Tribal Settlement in Iowa, he was encouraged to learn English by his maternal grandmother, and he began to translate his poems into that language. His work was first published in 1968. He often switches between English and the Meskwaki language to express himself more fully. In the present poem, "The Grandmother", he draws a picture of his grandmother, all-loving and all-inspiring.*



### A. Answer the following questions orally:

1. What do you call your mother's mother or father's mother?
2. How do you behave with your grandmother?
3. What is the role of a grandmother in a family?
4. Is your grandmother alive? How much are you attached with her?

## THE GRANDMOTHER

if i were to see  
her shape from a mile away  
I'd know so quickly  
that it would be her.  
the purple scarf  
and the plastic  
shopping bag.  
if i felt  
hands on my head  
I'd know that those  
were her hands

5

10

warm and damp	
with the smell	
of roots	
if I heard	15
a voice	
coming from	
a rock	
I'd know	
and her words	20
would flow inside me	
like the light	
of someone	
stirring ashes	
from a sleeping fire	25
at night.	

**B.1. Write 'T' for true and 'F' for false statement:**

1. The speaker sees his grandmother from two miles away.
2. The grandmother's scarf was red.
3. The shopping bag was made of jute.
4. The poet felt hands on his head.
5. The grandmother's hands were too hot.
6. Her hands were warm with smell of roots.
7. A voice was coming from a mountain.

**B.2. Fill in the blanks on the basis of your reading of the poem:**

1. If I ..... to see her ..... from a mile away,
2. I ..... know so ..... that it ..... be her.
3. If I ..... hands on my .....
4. I ..... know that those ..... her .....
5. If I ..... a voice coming ..... a rock,
6. I ..... know her words ..... flow.

**B.3. Answer the following questions very briefly:**

1. From what distance does the poet recognise his grandmother?
2. What is the colour of grandmother's scarf?
3. What material the shopping-bag is made of?
4. What are the two things in first eight lines which the speaker associates with his grandmother?

or



What helps the speaker to recognise his grandmother from a mile? Name two identifying marks that the poet has mentioned in the poem.

5. In the poem, the poet feels the tender-touch of his grandmother. Explain the lines.
6. From where was the voice coming?
7. Where do the words of grandmother flow in the poet?

### GLOSSARY AND NOTES

**see** (v): become aware of (sb/sth) by using the eyes; perceive; look at or watch.

**shape** (n): appearance; outline of a figure.

**purple** (adj): colour of red and blue mixed together.

**scarf** (n): piece of cloth worn for ornament or warmth round the neck (by women) or over the shoulders or hair.

**damp** (adj): slightly wet, moist.

**smell** (n): ability to smell, (v): notice by using the nose

**root** (n): part of plant that keeps it firmly in the soil and absorbs water and food from the soil; source or basis.

**rock** (n): part of the earth's crust; (here) hill

**inside** (n): inner side or surface; part within

**light** (n): kind of natural radiation that makes things visible; understanding; enlightenment

**stirrings** (v): causing to move, especially slightly

**night** (n): time of darkness between sunset and sunrise; evening on which a specified activity takes place.

### C.1. LONG ANSWER'S QUESTIONS

1. 'The purple scarf' and 'the plastic shopping bag' suggest the social position of the speaker. Explain.
2. How does the poet express the close and emotional relationship with his grandmother? Discuss.
3. Explain the expression: 'With the smell of roots'.
4. Why does the speaker say 'a voice coming from a rock'. When does a voice come from a rock? Have you ever experienced your sound coming back to you?
5. What does 'sleeping fire' suggest in the poem? Explain.
6. What are 'stirring ashes' in the poem? Explain.
7. 'her words would flow inside me' shows the poet's insense closeness with his grandmother. Comment on the speaker's relation with his grandmother.
8. The speaker has shown his intimate relation with his grandmother using all his five senses. How? Explain.

### C.2. GROUP DISCUSSION

Discuss the following in groups and pairs:

1. Distance does not affect intimate relation. Do you agree?

### C.3. COMPOSITION

1. Write a letter to your grandmother expressing your deep love to her.
2. You are Abhijeet. Your grandmother is very sick and your mother is away on some business assignment. Send a telegram to your mother about your grandmother's sickness, asking her to come soon.

### D. WORD STUDY

#### D. 1. Dictionary Use:

Correct the spelling of the following words:

wera	shaipe	queek	purpal	skarf
hed	thos	smel	ruts	rok
wods	floo	ligt	stiring	sleping
ashs	faire	nite		

#### D. 2. Write a synonym for each of the following:

away      quick      damp      ash      scarf

### E. GRAMMAR

#### E.1. Use of Modal Auxiliaries

In English Grammar 'can, could, may, might, shall, should, will, would, must, ought, dare and need' are known as modal auxiliaries.

Most of the modal auxiliaries in English have more than one meaning. The multiple meanings of 'would' have been listed and illustrated below:

- Expressing futurity (in the past).  
He wrote to say that he would be back on Friday.
- Expressing volition:  
(a) Would you pass the salt?  
(b) He wouldn't tell us where the money was hidden.
- Expressing probability:  
(a) The French would be having a holiday today.  
(b) That would be the policeman.

**E. 2. Fill in the blanks with correct prepositions given below:**

on      with      of      from      inside      at

1. I feel hands ..... my head.
2. Her hands were warm and damp ..... the smell ..... roots.
3. I hear a voice coming ..... a rock.
4. Her words will flow ..... me.
5. Someone is stirring ashes ..... a sleeping fire ..... night.

**F. ACTIVITIES**

1. Draw a diagram of family-relation.
2. Match the sense organs with the phrases from the poem.

**Sense Organs**

1. Eye
2. Ear
3. Nose
4. Tongue
5. Skin

**Poem's Line**

- (a) the purple scarf
- (b) the plastic shopping bag
- (c) smell of roots
- (d) roots
- (e) a voice coming from a rock
- (f) from a rock
- (g) her hands warm and damp.

**G. TRANSLATION**

**Translate the following sentences into English:**

1. यदि मैं पक्षी होता तो आकाश में उड़ता।
2. यदि मैं राजा होता तो प्रजा की खूब सेवा करता।
3. यदि मैं संत होता तो शांति लाता, क्रान्ति नहीं।
4. यदि तुम ने भयादोहन करने की कोशिश की होती तो मैं ने पुलिस को सूचित कर दिया होता।
5. यदि उसने परिश्रम किया होता तो वह परीक्षा में सफल हो जाती।
6. यदि मैं वित्त मंत्री होता तो देश की आर्थिक स्थिति सुधार देता।
7. यदि तुम प्रधानमंत्री होते तो गरीबों के हित में क्या करते?
8. यदि मैं इस विद्यालय का प्रधानाध्यापक होता तो, छात्र परिषद का गठन करता।
9. यदि वह यहाँ होती तो मैं उसे उसके पिता की बात मानने पर मजबूर करता।
10. यदि मेरे पास तुम्हारा पता होता तो मैं तुम्हें अवश्य पत्र लिखता।



## ON HIS BLINDNESS

John Milton

JOHN MILTON (1608-1674) was born in Bread Street, London on 9 December, 1608. He was a well known Puritan poet of the 17<sup>th</sup> century. It is widely acknowledged that he lost his eye-sight but developed his insight to the maximum. He composed *L'Allegro and IL Penseroso* (1632) *Comus* (1634), and *Lycidas* (1637). His great epic poems *Paradise Lost* (1667) and *Paradise Regained* along with the play *Samson Agonistes* were his highly thoughtful and everlasting creations. He was known for his grand style.



"On His Blindness" is a Petrarchan sonnet. The opening eight lines are called 'octave' whereas the concluding six lines are called 'sestet'. This sonnet deals with his mental condition when he was deprived of his eye-sight.

### A. Work in small groups and discuss these questions:

1. How is a visually challenged person socially recognised?
2. Discuss the modes and manners of a man who is unable to see the world.
3. Point out the feelings and emotions of a man who has lost his/her eye-sight.

## ON HIS BLINDNESS

When I consider how my light is spent  
Ere half my days, in this dark world and wide,  
And that one talent, which is death to hide,  
Lodged with me useless, though my soul more bent  
To serve therewith my Maker, and present  
My true account, lest He, returning, chide;  
'Doth God exact day-labour, light denied?'  
I fondly ask: but Patience, to prevent

That murmur, soon replies, 'God doth not need  
 Either man's work, or His own gifts; who best  
 Bear His mild yoke, they serve Him best; His state  
 Is kingly: thousands at His bidding speed,  
 And post o'er land and ocean without rest;  
 They also serve who only stand and wait.'

**B. Answer the following questions briefly:**

1. What is meant by 'my light is spent'?
2. Why is the world 'dark and wide' to the poet?
3. Who is the 'Maker' in this sonnet?
4. Is God a hard task master?
5. Does God require His appreciation?
6. Is Milton afraid of the Almighty?
7. Discuss the meaning of the closing line, 'They also serve who only stand and wait.'

**GLOSSARY AND NOTES**

**consider** (v): think

**e're** : before

**talent** (n): a natural ability to be good at something

**Puritan** (n): a member of an English religious group in the 16th and 17th centuries.

**hide** (v): conceal

**lodg'd** (v): lived, resided.

**bent** (v): past form of 'bend', to (cause to) curve

**least** (adj): the superlative form of little

**chide** (v): scold

**denied** (v): refused

**fondly** (adv): in a loving way; foolishly

**patience** (n): the ability to wait or continue doing something despite difficulties

**prevent** (v): to stop doing something

**murmur** (v): to speak or say very quickly.

**gifts** (n): something which are given as present

**yoke** (n): a wooden bar which is fastened over the neck of two animals

**doth** (v): does

**biddings** (n): order

**ocean** (n): sea



**C.1. LONG ANSWER QUESTION**

1. Discuss the poet's feelings and emotions.
2. Why is the poet sad? What has happened to him?
3. Why does the poet fear from God in this poem?
4. Which do you think is superior - insight or eye-sight?
5. How does the poet get consolation?
6. Who answered his question?
7. Is God absolutely merciful? Is he a King of kings?
8. Will God forgive the poet?
9. Do you think that God needs only humble submission? Give arguments.
10. What lesson do you learn from the poem?

**C.2. GROUP DISCUSSION**

Discuss the following in groups or pairs

1. The value of eyes in life
2. Loss of vision leads to suffering and problems in life.

**C.3. COMPOSITION**

1. Write a letter to your friend describing a boy of your village who has lost his eye-sight before his examination.
2. Milton was physically challenged but mentally agile.

**D. WORD STUDY****D. 1. Dictionary Use**

Correct the spelling of the following words

sonet,	yoak,	feer,
lossen,	waitt	educaton,

**D. 2. Word Meaning**

- Ex. 1. Match the words given under the column 'A' with their meanings given under the column 'B'

A	B
hide	God
pauper	stanza of six lines
prevent	very poor
octave	to stop doing something

sestet  
Almighty

stanza of eight lines  
conceal

**Ex. 2.** Fill in the blanks, using the words given below

great  
merciful

God  
heart

poet  
the blind

1. John Milton was a great .....
2. Surdas was also a ..... poet
3. .... should not be looked down.
4. God needs pure .....
5. Let us pray to .....
6. A man should be absolutely .....

### E. GRAMMAR

#### The Conditional Clauses or Adverb Clauses of Condition

Adverb clauses of condition begin with subordinating conjunctions: if, unless etc.

*If he comes, I shall help him.*

*If you work hard, you will succeed.*

*If she goes to Gaya, I shall see her.*

*We shall go out, if the rain stops.*

*Unless you work hard, you will not succeed.*

*Unless he comes, I shall not go.*

*I shall open the window provided no one objects to me.*

*Supposing it rains, where shall we go?*

*I shall help you on the condition that you promise to be honest.*

The sentences given above contain conditional clauses. Mark that no future tense is used in the conditional clauses, even though they refer to the future tense.

**Ex. 1.** Frame ten sentences with conditional clauses.

**Ex. 2.** Fill in the blanks

1. If he writes .....
2. If it rains .....
3. Unless he walks, .....
4. Unless she comes .....

5. Supposing he refuses to help .....

Sometimes Subordinating Conjunctions are not used in Adverb Clauses of Condition.

Had I not seen this with my own eyes, I would not have believed it.  
Had I the wings of a bird, I would fly.

Frame two sentences on the pattern of the sentences given above. Sometimes Adverb Clauses of condition begin with a Relative Pronoun, or Adjective or Adverb (without any antecedent):

**Whatever happens**, I must go

**However hard one may work**, one cannot be sure of success.

**Whichever course we adopt**, we cannot solve this problem.

**Whichever road we take**, we shall be too late.

**Ex. 3. Write five sentences on the pattern of sentences given above.**

**Ex. 4. Correct the following sentences:**

1. Unless he will come, I shall not go.
2. If he walks, he will be improving his health.
3. If she passes, she gets a prize.
4. Unless you will labour hard, you will not pass.

## F. ACTIVITIES

1. Take help from your teacher/reference books and do a project work on the reaction of the general people when they come across a physically challenged man.
2. Discuss the behaviour of a beggar who is without eye-sight.

## G. TRANSLATION

**Translate the following sentences into English:**

1. यदि वह मुझे आमंत्रित करे तो मैं वहाँ जाऊँगा।
2. यदि वह सुबह में टहलेंगा तो मैं शाम में टहलूँगा।
3. यदि वर्षा होगी तो मैं बाहर नहीं जाऊँगा।
4. कठिन परिश्रम करो नहीं तो फेल कर जाओगे।



5. प्रतिदिन सुबह में टहलो क्योंकि सुबह की हवा दिन भर की दवा है।
6. क्लास में शांति बनाए रखें नहीं तो शिक्षक वर्ग छोड़ देंगे।
7. शांति एक अमूल्य चीज है।
8. कुछ लोग शांति में विश्वास नहीं करते हैं।
9. जॉन मिल्टन एक महान कवि थे।
10. उन्हें कौन नहीं जानता है?



## Blow, Blow, Thou Winter Wind

William Shakespeare

*WILLIAM SHAKESPEARE (1564-1616), the greatest playwright and poet in English literature, was the third of eight children born to a glovemaking in Stratford-on-Avon in England. He received little formal education. At eighteen, he married Anne Hathway and soon moved to London. Within a few years, he was well known as a leading actor and playwright. His great tragedies include **Hamlet** (1602), **Othello** (1604), **King Lear** (1605), and **Macbeth** (1606). He wrote 154 sonnets. Some of them are addressed to an attractive young man, (the Earl of Southampton whom the poet urges to marry); others to the mysterious dark lady. A love triangle - two men to a woman - is suggested in a number of sonnets. 'Blow, Blow, Thou Winter Wind' is about man's ingratitude. The cold winter wind does not cause so much suffering as a man's ingratitude.*



**A. Work in small groups and answer the following questions orally:**

1. Why do you wear wollen clothes in Winter?
2. How much do you like this season?
3. Which is your favourite season?

## Blow, Blow, Thou Winter Wind

Blow, blow, thou winter wind,  
Thou art not so unkind  
As man's ingratitude;  
Thy tooth is not so keen,  
Because thou art not seen,  
Although thy breath be rude.

Heigh-ho! sing, heigh-ho! unto this green holly;  
Most friendship is feigning, most loving mere folly:

Then, heigh-ho! the holly!  
This life is most jolly.

Freeze, freeze, thou bitter sky,  
Thou dost not bite so nigh  
As benefits forgot:  
Though thou the waters warp,  
Thy sting is not so sharp  
As friend remember'd not.

Heigh-ho! sing, heigh-ho! unto the green holly:  
Most friendship is feigning, most loving mere folly:

Then, heigh-ho! the holly!  
This life is most jolly.



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### 3.1. Answer the following questions very briefly:

1. Why does the poet ask the wind to blow?
2. Why does the poet call the winter wind not so unkind as man's ingratitude?
3. What makes the poet say 'Thy tooth is not so keen'?
4. Explain the mood of the poet when he says 'Heigh-ho! sing, heigh-ho! unto the green holly'.
5. Explain the use of the word 'warp' in the second stanza.
6. How is nature not so cruel as man?

### GLOSSARY AND NOTES

**ingratitude** (n): lack of gratitude, unthankfulness

**keen** (adj): sharp, penetrating

**breath** (n): air drawn into or, expelled from the lungs (here) it refers to the gusts of wind

**rude** (adj): impolite, uncivilized, offensive

**heigh-ho**: sound repeated in the song for the sake of music

**holly** (n): an evergreen shrub with prickly leaves.

**feigning** (n): affectation, false pretence, imaginary

**jolly** (adj): cheerful, jovial, festive, joyful, merry

**bitter** (adj): (here) showing mental pain, full of affliction, biting cold.

**high** (adj): almost, near



### C.1. LONG ANSWER QUESTION

1. The speaker's tragic mood is very pronounced in the poem. Elaborate.
2. What does the poet mean to say "Most friendship is feigning, most loving mere folly"? Explain.
3. Why and how is the severe winter kinder than an ungrateful person?
4. Describe how the poet has conveyed the feelings of an afflicted man.
5. Summarise this poem in about 100 words.

### C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Gratitude is a mark of civility.
2. Everything is fair in love and war.

### C.3. COMPOSITION:

Write a paragraph in about 100 words on each of the following:

1. A friend in need is a friend indeed.
2. A cold winter morning.

### D.1. WORD STUDY

Ex.1. Correct the spelling of the following words:

ungratitude    breath    feigning    frease

Ex.2. What words do you use for 'thou', 'thy', 'dost', and 'art' in modern English?

Ex.3. Use the following words both as nouns and verbs in meaningful sentences bringing out the difference in their meanings:

blow (v)	blow (n)	benefit (v)	benefit (n)
sting (v)	sting (n)	love (v)	love (n)
man (v)	man (n)		

### D.2. Word Formation

Read the following lines carefully:

*Freeze, freeze, thou, bitter sky*

*Thou dost not bite so nigh*

*As benefits forgot*

'Forgot' is the past form of forget; other words derived from forget are as follows:

forgot,	forgets,	forgetting,	forgot,
forgotten,	forgetful,	forgetfulness,	forgettable

**Ex.** Write as many words derived from the following verbs as possible in the same way.

Hope

thank

charm

sing

### D. 3. Word Meaning

**Ex. 1.** Find from the lesson words the meanings of which have been given on the left hand side in column **A**. The last part of each word is given in column **B**.

A	B
unthankfulness	.....ude
affectation, false pretence	.....ing
jovial, joyful	.....ly
an evergreen, shrub with prickly leaves	.....ly
Impolite, uncivilized	.....de
air drawn into or, expelled from the lungs	.....th
full of affliction	.....ter
sharp, penetrating	.....en

**Ex. 2.** Complete the following with appropriate form of the word given in the brackets:

- (love, bite, benefit, water, friend, keen, bitter, feign, rude, freeze)
1. His ..... for the arts is worth appreciating.
2. I have a ..... relationship with my subordinates.
3. He is ..... his plants.
4. He ....., illness and did not go to school.
5. Many boys are ..... by stray dogs in my school locality everyday.
6. If the temperature drops low, water.....
7. Even in summer there are some areas in Kashmir where it is ..... cold.
8. There are many programmes launched by the Tata Steel ..... its employers.
9. I am unable to understand why you shared ..... to me.
10. His ..... nature impressed everyone.

'-ship' is the suffix in 'friendship'. Write five more words in which 'ship' has been used as a suffix and use them in sentences of your own.  
e.g. Membership

### E. GRAMMAR

Examine the following forms of the Verbs 'freeze' carefully -  
freeze - froze - frozen - freezing

Ex. Give different forms of the given Verbs as illustrated above.

rise

sing

see

below

grow

flow

have

bend

### F. ACTIVITY

1. Write a report on the sufferings caused by winter wind in a jungle.

### G. TRANSLATION

Translate the poem into Hindi or any other language that you know.





## TO DAFFODILS

Robert Herrick

**ROBERT HERRICK** (1591-1634) is a well known poet of the 17<sup>th</sup> century. His poems have simplicity, lucidity and brevity. This poem "To Daffodils" deals with the perishable nature of daffodils which ultimately suggests the transitory existence of all human beings. Nothing is static in this world. Marked by a note of sadness, the poem has philosophical overtones.



**A. Work in small groups and answer the following questions orally:**

1. Which is your favourite flower? Why do you like it?
2. A flower blossoms and decays. Can it be compared to the life of a human being?

## TO DAFFODILS

Fair Daffodils, we weep to see  
    You haste away so soon;  
As yet the early-rising Sun  
    Has not attain'd his noon.  
    Stay, stay,  
Until the hasting day  
    Has run  
    But to the even-song;  
And, having pray'd together, we  
    Will go with you along.

We have short time to stay, as you,  
    We have as short a Spring;



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As quick a growth to meet decay  
As you, or any thing.

We die,

As your hours do, and dry

Away

Like to the Summer's rain;

Or as the pearls of morning's dew,

Ne'er to be found again.

15

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### GLOSSARY AND NOTES

**daffodil** (n): a yellow trumpet shaped flower with a long stem that blooms in the spring

**fair** (adj): beautiful

**haste away** (v): leave the place hastily, quickly or hurriedly

**attained** (v): gained, reached

**even song**: service of evening prayer in the church of England

**decay** (n): rotten state (v) to wither

**ne'er** (adv): never, not ever, on no occasion

**dew** (n): a small drop of water formed on the ground and other surfaces outside especially during the night.

#### B.1. Answer the following questions very briefly:

1. To whom does the speaker address the poem?
2. Why does the speaker weep to see fair daffodils?
3. What does the speaker want the daffodils to do?
4. What time of day does the speaker say it is?
5. Name three things that, according to the speaker, 'die away'.
6. Why does the speaker repeat the word 'stay' in this poem?
7. What does the summer's rain symbolise in this poem?

#### C.1. LONG ANSWER QUESTIONS

1. Why does the poet weep to see fair daffodils? What does he want it to do? Do you ever have such a feeling?
2. Do you think that the title of the poem is suggestive and evocative?
3. How has human life been compared to the life of daffodils?
4. Give the main idea of the poem.
5. Who are 'we'? What do 'we' and the daffodils have in common?

#### C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Love the life you live, live the life you love.
2. 'Take life as it comes.'

**D.2. COMPOSITION**

1. Write a letter to your friend telling him how you feel to see a flower blooming and how you feel to see it decaying.
2. Write a letter to your cousin congratulating him on his success at the examination.

**D.3. WORD STUDY**

**Ex. 1.** Below you'll find some words with an adverb 'away' which is often used with verbs of movement, such as 'go' and 'drive' and also in phrasal verbs such as 'run away', 'take away' etc.

Make meaningful sentences with the following phrasal verbs. One has been done for you.

*run away, take away, give away, put away, fade away*

*The Headmaster gave away prizes to the students.*

**Ex. 2.** See the following words:

rising sun, hasting day

rise + ing + Noun, haste + ing + Noun

Present Participle + Noun = Adj

Complete the following sentences with words given in the brackets (rolling, rising, crying, running, sleeping)

1. Let the ..... dogs lie.
2. A ..... stone gathers no moss.
3. Everyone adores the ..... sun.
4. I saw a ..... baby on the road.
5. A ..... motorcycle dashed against my friend

**Ex. 3.** Match the following words under 'A' with the explanations given under 'B'

**A**

hasting  
attained  
spring  
decay (v)  
dry  
dew

**B**

rot, decompose  
free from moisture  
condensed water vapour  
The season between winter and summer  
gained, accomplished  
leaving the place hastily



Ex. 4. Correct the spelling of the following words:

hesting

decey

due

grouth

sumer

### E. GRAMMAR

1. **Sub. + Verb + Infinitive**

He wants to sleep.

We eat to live.

Make ten more sentences on the pattern given above.

2. 'as' is a Conjunction. It is used in various forms. Below it has been used "in the manner"

Do as you like.

Do as I do.

Make five more sentence using 'as' given in the examples above.

3. *Until, with, from, to, on, of, in, along*

Fill in the blanks with suitable prepositions given above.

i. I saw a rat sitting ..... the corner of my room.

ii. Wait here ..... I return.

iii. The dog ran ..... the road.

iv. He is staying ..... his friend

v. He came ..... Delhi.

vi. My uncle went ..... America.

vii. The book is lying ..... the table.

viii. The average age ..... students in my class is 15.

### F. ACTIVITIES

1. What kind of flowers are found in your locality. Write their names on your activity note book. Draw their pictures and name their parts.
2. You want to grow flowers in your school garden.  
How will you prepare flower beds in the garden.

### G. TRANSLATION

Translate the poem into Hindi or any other language that you know



## SOUND

Rajani Parulekar

RAJANI PARULEKAR (b. 1945), recipient of Maharashtra State Award, is a poet in Marathi with three collections of poems to her credit. The present poem, taken from *Indian Literature*, has been translated by Suhas Sooryakant Limaye.

**A. Work in small groups and discuss the questions given below:**

1. How do trees help us?
2. Should you cut trees?
3. Name the trees which you have in your school garden.
4. Have you planted trees in your locality? If not, would you do it?



## SOUND

A tree in the woods is hacked

Its branch breaking away

what do the halves

whisper to each other?

Do they moan and groan

In the heart of their hearts?

And do these logs driven from each other

Reminisce?

Do they remember how the wind tossed them?

How they got drenched in the rain?

And the blossoms in the spring

And the fall in autumn?

Oh! But the wind knows.

The wind blowing with a din

In places forlorn

Sings such songs

5

10

15

**B.1. Answer the following questions very briefly:**

1. What happens to a tree in the woods?
2. Do the halves express their grief?
3. Do they make a sound because they are in pain?
4. Where do the logs go?
5. Who knows the predicament of trees?
6. Can all men sense the agonies of trees?
7. Why does the poet call the songs not song but just sounds?
8. What will be the ultimate end of such sounds?



Those songs not all could praise

Many a man is blunt,

He doesn't even sense

The agonies caught

Even in simple words!

What then of these songs

They are just sounds

Such sounds as would be choked to death

If confined in the strokes and coils of script.

20

25

**GLOSSARY AND NOTES**

**hacked** (v): cut or chopped roughly

**halves** (n): pl. of half

**log** (n): unhewn piece of a felled tree

**reminisce** (v): indulge in remembering things past

**din** (n): prolonged loud confused noise

**forlorn** (adj): sad and abandoned in a pitiful state

**agonies** (n): pl. of agony = extreme mental or physical suffering

**script** (n): text of a play, film.

**C. 1. LONG ANSWER QUESTIONS**

1. The poet has given a touching account of a tree which has been cut down. Don't you think that this is a sad poem in memory of a felled tree?
2. Why has the poet indulged in reminiscences? Has anything ever compelled you to reminisce?
3. What does 'the wind know and what the wind blowing a din' suggest?
4. "Many a man is blunt, so blunt, / He doesn't even sense the agonies caught / Even in simple words." Explain the lines.



5. Justify the title of the poem.
6. The poem suggests that the writer of this poem is an environmentalist. She is deeply concerned with protecting and preserving the natural environment. Do you agree with it? Write your opinion.
7. A lot of people are insensitive to the agonies of trees'. Comment.
8. What is the theme of the poem? Could you suggest another title?
9. Do trees have souls? give your opinion.
10. Imagine yourself to be a branch which has just been hacked out. Describe your feelings to your parent tree.

### C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Trees are our friends; we must not cut them.
2. Save trees today for a better tomorrow.

### C. 3. COMPOSITION

1. Write a paragraph in about 100 words on the following:
  - (a) Utility of tree for birds and animals
  - (b) Preserving Environment

### C. 4. WORD STUDY

1. Complete the following sentences with the appropriate words given in the brackets. You can change the forms of verbs where necessary.  
(woods, hack, moan, drench, rain, spring, song, praise, sense, death)
  - i. When I left home it was .....
  - ii. I had neither a rain-coat nor an umbrella; so I was ..... from head to foot.
  - iii. If winter comes can ..... be far behind?
  - iv. He went to the ..... to collect some firewood.
  - v. The criminal was ..... to .....
  - vi. The Headmaster ..... him for his courage.
  - vii. He perhaps ..... that I wasn't telling him the whole story.
  - viii. The mother was ..... on a lot about the loss of her child.

### D. 1. Dictionary Use

1. Correct the spelling of the following words:  
reminise, autum, agany, chocked, strocks, blosoms, fourlorn

2. Use the following words in sentences of your own:

groan  
sense

log  
confine

rain  
script

## D. 2. Word Formation

By adding the suffix - ly

Noun	Adjective	Adverb
man	manly	.....
heart	.....	heartily
.....	simple	simply
cost	.....	.....
day	.....	.....
friend	.....	.....
home	.....	.....
month	.....	.....
heaven	.....	.....
order	.....	.....
fortnight	.....	.....

## E. GRAMMAR

Ex. 1 Complete the sentences with the correct form of the verbs.

(hack, blunt, blow, break, moan, toss, drench, blossom, choke, confine)

- The tree was ..... down.
- The soldier was ..... in a cell.
- The stump is .....
- The drains are .....
- The wind is .....
- Flowers ..... in spring.
- He ..... the coin.
- The wind was .....
- The old lady was ..... for her loss.
- People were thoroughly ..... in the rain.

Ex. 2. Change the given sentences from passive to active:

**Passive :** *Tennis is played by me.*

**Active** : *Ramu plays tennis.*

- The tree was hacked down by men.
- She was teased by the cousins.
- The branches of the tree were being tossed by the wind.
- Oxygen is provided by the trees.
- The car is being driven by the driver.
- A tree in the woods is hacked.
- The house was built in 1995.

**Ex. 3.** Study the following sentences:

- The poet asks the reader, "What do the halves whisper to each other?"
- The poet asks the reader what the halves whisper to each other.

Here, in the first sentence, the part of the sentence in the inverted commas (" ") has been expressed as it is told by the speaker. This is an example of Direct Narration.

The second sentence is an example of the Indirect Narration of the same sentence mentioned above.

**Can you change the following sentences into Indirect Narration?**

- The teacher says to the students, "The earth is round."
- She said to me, "I am asking you this question."
- You said to Muskan, "What are you reading?"
- The master said to the servant, "Bring a glass of water."
- He said to you, "What a beautiful flower this is!"

## F. ACTIVITIES

- Imagine yourself to be a fallen tree. Now write your feelings. You may write your feelings at different stages - before, during and after felling.
- Does music influence the growth of trees? Play music before a plant for 15 days and mark the impact of music on it (plant).
- Work in pairs: Given below are two sets of words, one for you and the other for your partner. Use your set of words to create a story. Tell your partner your story.  
(importance, environment, group, village, genius, sapling, plant)

One way of doing this is done for you in the form of conversation between Grandpa and Isha.

**Grandpa** : You can do a lot. You and your friends can set up a group, say, Bal Morcha, which will tell everyone about the importance of trees and



keep a check that nobody cuts trees and spoils the environment. In our village too we have a group called 'Green Group' which takes care of trees.

**Isha** : Oh! Grandpa you are a genius. I will talk to my friends about the value and uses of trees.

**Grandpa** : You all can plant a sapling each to make up for the loss of trees that are being cut.

**Isha** : Sure! Grandpa.

### Q. TRANSLATION

Translate the poem into your mother tongue.



## SELF - INTRODUCTION

Neerada Suresh

NEERADA SURESH (b. 1952) is an Indian English poet with over 100 poems to her credit. She has won several prizes for poetry. She has been working as a teacher in Kendriya Vidyalaya.



### A. Work in small groups and answer the questions orally:

1. How many members are there in your family?
2. How many among them are female?
3. Do you love your mother?
4. Do you respect her?
5. How does your father treat your mother?

## SELF - INTRODUCTION

I am  
an ordinary woman  
with a creativity confined  
To home and children.  
To juxtaposing of carpets and curios,  
Labelling books, tying up shoe laces.

5

My sensitivity  
suffering silent blows  
through a decade of togetherness  
hardening to a tortoise shell.  
My soul entrapped.  
Flaps itself into silence.

15

My ordinariness  
 A tag to bind me conveniently  
 To a home and children  
 To be made extraordinary perhaps  
 At the cost of a few sad dry tears  
 That might dare to crack through!

20

**B .1. Answer the following questions very briefly:**

1. Why does the woman call herself ordinary?
2. To what is an ordinary woman's creativity confined?
3. Why does the sensitivity of the ordinary woman suffer blows?
4. How long has the woman been living with her husband?
5. Why is the woman unable to express her anguish?
6. What is the tag which is attached to an ordinary woman?
7. With what jobs has the woman been associated?
8. How might the woman be made extraordinary?
9. How does the woman visualise in this connection?

**GLOSSARY AND NOTES**

**juxtaposing** : placing side by side

**curio** : rare or unusual object

**decade** : a period of ten years.

**dare** : have the courage or impudence

**crack through** : break with a sharp sound, give way or cause to give way

**C. 1. LONG ANSWER QUESTIONS**

1. Who is the speaker of the poem? How does she introduce herself?
2. The second stanza depicts great mental suffering and physical pain of a woman. Elaborate.
3. Do you think that the 'ordinary woman' of the first stanza becomes rebellious in the last stanza? Which line (s) indicates it? Explain.
4. Write a summary of the poem in your own words.
5. The poem depicts the plight of the housewives in general. Do you agree? Elaborate.
7. Comment on the Juxtaposition of carpets and curio in the poem.

**C. 2. GROUP DISCUSSION**

Discuss the following in groups or pairs:

1. Gender discrimination has been taking place since time immemorial.



2. How far will the reservation for women in different walks of life help elevate their status in the society? Give arguments.

### C. 3. COMPOSITION

Write a paragraph in about 100 words on the following:

1. The role of a housewife is more difficult than that of a working woman.
2. Behind the success of a man there is always a woman.

### D. WORD STUDY

#### D. 1. Dictionary Use

Ex. 1. Correct the spelling of the following words:

Jukstaposing, labeling, sensetivity, entraped, conveniently, ordinaryness, dair

Ex. 2. Look up a dictionary and write at least two meanings of each of the following words - the one in which it is used in the lesson and the other which is more common.

ordinary  
cost  
blows

suffering  
laces  
silence

bind  
confined  
conveniently

#### D. 2. Word-formation

Ex. 1. Read carefully the following sentences taken from the lesson:

"I am an ordinary woman with a **creativity** confined." The word creativity is derived from the verb '**create**'. Other words derived from this word are as follows:

creativeness, creatively, creation, creator, creative, creativity, creature etc.

Now make as many words as possible derived from the following root words.

ordinary  
sad

home  
cost

sense  
silence

#### D. 3. Word meaning

Find from the poem words the meanings of which have been given in **column A**. The last part of each word is given in **column B**.

## A

normal or usual  
 restricted or imprisoned  
 placing side by side  
 cord for lacing shoes  
 moves up and down, beats  
 tie or fasten tightly  
 label  
 drop secreted by glands from the eye

## B

.....ary  
 .....ed  
 .....ing  
 .....es  
 .....aps  
 .....ind  
 .....ag  
 .....rs.

## E. GRAMMAR

**Ex. 1.** Look at the different forms of the Verb "bind" carefully-

bind - bound - bound - binding - binds

Give different forms of the following Verbs as illustrated above:

tie  
 lie

make  
 hide

wind  
 create

swear  
 dare

spend  
 suffer

**Ex. 2.** Read the following line, taken from the lesson, carefully:

*I am an ordinary woman **with** a creativity confined.*

Here preposition '**with**' has been used to show the woman's unpleasant situation. In fact, 'with' is a preposition which generally expresses association or company with something. It also expresses possession.

*He is a man with rare talent.*

*I saw a man with long beards.*

**Ex. 3.** Fill in the blanks with appropriate prepositions:

1. What is wrong ..... you?
2. She has fallen in love ..... me.
3. Don't make friendship ..... bad boys.
4. He doesn't agree ..... me.
5. He agreed ..... my proposal.
6. He is known ..... me.
7. You should not laugh ..... the poor.
8. She is living ..... her mother.
9. Please handle this machine ..... care.
10. He prevented me ..... smoking.

### F. ACTIVITIES

1. Meet working women in your locality. Write a profile of them.
2. Visit a slum. Write a report on the condition under which the women are living there.

### G. TRANSLATION

Translate the poem into Hindi or your mother tongue.





## I AM LIKE GRASS

Pash

PASH (1950 -88), was a major Punjabi poet. His important works include *Lok Katha*, *Udadiyan Bajjan Magar* and *Sade Samayan Vich*. The present poem "I Am Like Grass", translated from Punjabi by Suresh Sethi, breathes optimism.

**A. Work in small groups and discuss the questions given below:**

1. Have you seen grass?
2. How does it look?
3. How do you feel when you walk on it?
4. Can a man be compared to grass? Read the poem and see why the poet thinks himself similar to grass.

## I AM LIKE GRASS

I am like grass  
you can chop me mow me down  
but I shall sprout again  
grow  
and bounce back

5

you can obliterate my signposts  
you can bomb the Universities  
reduce the hostels to rubble  
you may scorch the slums  
but you cannot erase my identity  
because I am like grass  
I will sprout again  
and my mantle shall cover everything

10

**B.1. Answer the following questions very briefly:**

1. Why does the poet say that he is like grass?
2. Why does the poet say that he will sprout again even after being mowed down?
3. What makes the poet say that people can't erase his identity?
4. What will his mantle cover?

you may bomb Banga  
 you may destroy Sangrur  
 and reduce the whole district of Ludhiana  
 to ashes

15

but it will be only a matter of time  
 two years ten years  
 before my green mantle covers everything again

20

I shall become a vast green jungle  
 the green jungle of Barnala  
 where tourists will visit me  
 visit my green jungle  
 because I am like grass  
 you can chop me  
 you can mow down  
 but I will sprout again  
 and cover everything

25

**B.2. Answer the following questions very briefly:**

1. What do Banga and Sangrur refer to?
2. "And reduce the whole district of Ludhiana to ashes." What does this line suggest?
3. What time will it take for the poet to come back to his normal state?
4. Why will the tourists visit the green jungle of Barnala?

**GLOSSARY AND NOTES**

**chop** (v): cut or fell by the blow of an axe

**chopper** (n): short axe with a large blade

**mow** (v): cut (grass, hay, etc.) with a scythe or machine

**sprout** (v): put forth, begin to grow

**bounce back** (v): recover well after a setback

**obliterate** (v): blot out, destroy, leave no clear traces of

**signpost** (n): post on a road etc. indicating direction

**rubble** (n): rough fragments of stone, brick etc., esp. from a demolished building

**scorch** (v): burn or discolour the surface with dry heat

**slum** (n): house unfit for human habitation

**mantle** (n): loose sleeveless cloak, covering

**vast** (adj): immense, huge

### C. 1. LONG ANSWER QUESTION

1. Why has the poet compared himself to grass? What are the features of grass?
2. Grass is soft, smooth and not rough. It is easily cut. But the poet here has used it as a symbol. What does grass symbolise here?
3. The poem suggests the resolute nature of the poet. Do you agree with it? Give your own opinion.
4. What is the background of this poem? In what circumstances do you think this poem has been written?
5. Summarise the poem in about 100 words.

### C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Nature is our best teacher.
2. We can always get inspiration from Nature.

### C.3. COMPOSITION

1. Write a letter of condolence to your friend living in Punjab who has lost his parents in an attack by the terrorists. Encourage him in your letter and ask him to face the situation boldly.
2. Write a paragraph in about 100 words on the following topics:
  - (i) National Integration
  - (ii) Love for the country is the need of the hour.

### D. 1. Word Study

1. Correct the spelling of the following words:

signepost  
mantel

univercity  
mater

ruble  
sprot



2. Match words under **A** with their meanings under **B**.

<b>A</b>	<b>B</b>
mow	loose sleeveless cloak, covering
slums	put forth, begin to grow
vast	recover well after a setback
mantle	immense, huge
bounce back	cut or fell by blow of an axe
sprout	home unfit for human habitation

3. Study the following words:

air	anger	grass	hunger	ice
fog	chill	cloud	dirt	juice

By adding the suffix 'y' we can make them adjectives, e.g;

air + y = airy

Now make the rest words 'adjectives' by adding 'y'. Sometimes a change in spelling is necessary.

## E. GRAMMAR/ Figure of Speech

### Simile and Metaphor

#### Simile

Read the following sentence:

*I am like grass.*

Here a comparison has been made between two objects (man and grass) of different kinds which have at least one point in common. This is called **simile**.

The **simile** is usually introduced by such words as **like** and **as**.

She **is like** a star.

He **is as** brave **as** a lion.

**Ex.1.** Make ten sentences using 'like' and 'as'

#### Metaphor

A metaphor is an imaginative way of describing something by referring to something else which has the qualities that we want to express. e.g. if we want to say that someone is very shy and timid, we might say that he is a mouse.

When we say 'He fought like a lion' we use a simile but when we say, 'He was a lion in the fight.' We use a metaphor.

**Ex. 2.** Make ten sentences using metaphors.

### F. ACTIVITY

1. With the help of your science teacher do a project work on grass. You may focus your attention on the varieties of grass, how it grows, where it grows etc.

### G. TRANSLATE

Translate the following sentences into English:

1. टेबुल पर पाँच किताबें हैं।
2. गाड़ी प्लेटफार्म पर खड़ी है।
3. शिक्षक वर्ग में पढ़ा रहे हैं।
4. कुछ छात्र पेड़ के नीचे पढ़ते हैं।
5. छोटा बच्चा टेबुल के नीचे खेल रहा है।
6. वह चार घंटे से पढ़ रहा है।
7. सीता सुबह छः बजे से काम कर रही है।
8. दीवार पर घड़ी है।



## ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER

*ABRAHAM LINCOLN (1809 – 15, 1865), the sixteenth President of the United States of America, successfully led his country through its greatest internal crisis, the American Civil War. He introduced measures that resulted in the abolition of slavery, issuing his Emancipation Proclamation in 1863 and promoting the passage of the Thirteenth Amendment to the Constitution. Lincoln successfully rallied public opinion through his rhetoric and speeches. Lincoln held a moderate view of Reconstruction, seeking to speedily reunite the nation through a policy of generous reconciliation. His assassination in 1865 was the first presidential assassination in U.S. history and made him a martyr for the ideal of national unity. The present piece, 'Abraham Lincoln's Letter To His Son's Teacher', is a wonderful piece of suggestion as to the kind of education a child should receive.*



### **A. Answer the following questions orally:**

1. What do you know about Abraham Lincoln, the famous President of America?
2. Has your father ever written any letter to your teacher?
3. Can you imagine how much your father is worried for your future?

## ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER

He will have to learn, I know,  
that all men are not just,  
all men are not true.  
But teach him also that



for every scoundrel there is a hero;  
that for every selfish Politician,  
there is a dedicated leader....

5

Teach him for every enemy there is  
a friend,  
It will take time, I now;  
but teach him if you can,  
that a dollar earned is of far more value than five  
pound...

10

Teach him to learn to lose...  
and also to enjoy winning.

15

Steer him away from envy,  
if you can,  
teach him the secret of  
quiet laughter.

Let him learn early that  
the bullies are the easiest to lick...

20

Teach him, if you can,  
the wonder of books...  
But also give him quiet time  
to ponder the eternal mystery of birds in the sky,  
bees in the sun,  
and the flowers on a green hillside.

25

In the school teach him  
it is far honourable to fail  
than to cheat...

30

**B. 1. Write 'T' for true and 'F' for false statement:**

1. It is a letter written by a father to his son.
2. All men are not just and true.
3. A dollar earned is of far more value than five pound.
4. One should be taught to mourn over losing.
5. One should be taught to fail rather than to cheat.

## PANORAMA

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Teach him to have faith  
in his own ideas,  
even if everyone tells him  
they are wrong...

Teach him to be gentle 35  
with gentle people,  
and tough with the tough,

Try to give my son  
the strength not to follow the crowd when everyone is getting on  
the band wagon... 40

Teach him to listen to all men...  
but teach him also to filter  
all he hears on a screen of truth,  
and take only the good 45  
that comes through.

Teach him if you can,  
how to laugh when he is sad...  
Teach him there is no shame in tears,

Teach him to scoff at cynics  
and to beware of too much sweetness... 50

Teach him to sell his brawn  
and brain to the highest bidders  
but never to put a price-tag  
on his heart and soul.

Teach him to close his ears 55  
to a howling mob  
and to stand and fight  
if he thinks he's right.

Treat him gently,  
but do not cuddle him,  
because only the test  
of fire makes fine steel. 60

Let him have the courage  
to be impatient...  
let him have the patience to be brave. 65

Teach him always  
to have sublime faith in himself,  
because then he will have  
sublime faith in mankind.

This is a big order,  
but see what you can do...  
He is such a fine fellow,  
my son! 70

**B. 2. Complete the sentences on the basis of your reading of the poem:**

1. Teach him to sell his ..... and brain to the highest .....
2. Teach him to be ..... with gentle people.
3. Teach him to ..... at cynics.
4. Teach him it is far ..... to fail than to .....
5. Let him learn early that the bullies are the easiest to .....
6. Teach him the ..... of books.
7. He should be given quiet time to ponder the ..... mystery of birds in the sky.
8. One should have sublime ..... in himself to have faith in mankind.

**GLOSSARY AND NOTES**

**cowardly** (n): a person who has no moral principles and no conscience; a villain

**envy** (n): feeling of discontent caused by sb else's good fortune or success, esp when one wishes this for oneself

**lick** (v): pass the tongue over (sb/sth).

**ponder** (v): think about (sth) carefully and for a long time, esp in trying to reach a decision.

**scoff** (v): speak contemptuously; jeer or mock



**cynic** (n): a person who believes that people do not do things for good, sincere or noble reasons, but only for their own advantage.

**howling** (adj): (informal) very fierce

**sublime** (adj): of the greatest, most admirable kind; causing awe and reverence.

**cuddle** (v): hold (sb, sth, each other) close and lovingly in one's arms.

**eternal** (adj): without beginning or end; lasting or existing for ever.

### C. 1. LONG ANSWER QUESTIONS

1. Why did Abraham Lincoln write a letter to his son's teacher?
2. What does Lincoln mean by saying that "for every scoundrel there is a hero; that for every selfish Politician, there is a dedicated leader..."
3. A child should be treated gently but not cuddled. Do you agree? Give your opinion.
4. "All men are not just, all men are not true." Comment on this statement.
5. Why do you think Lincoln wants his son to steer away from envy and learn the secret of quiet laughter?
6. Why does Lincoln not want his son to follow the crowd when everyone is getting on the band wagon?
7. What qualities did Lincoln want his son's teacher to teach him?

### C. 2. GROUP DISCUSSION

1. The present system of education is at variance with the learners' experience.

### C. 3. COMPOSITION

1. Imagine your brother/sister studies at class V. You find some problem with him/her. Write a letter to his/her teacher drawing his attention to the problems.

### D. Word Study

#### D. 1. Correct the spelling of the following words:

pander

envi

mistry

braon

mab

paitense

#### D. 2. Write the synonyms of the following words:

big

enemy

enjoy

wonder

howl

**E. GRAMAR**

Study the following sentences

1. Teach him to sell his brawn  
and brain to the highest bidders  
but never to put a price-tag  
**on** his heart and soul.
2. Teach him to close his ears  
**to** a howling mob  
and to stand and fight  
if he thinks he's right.

Here, '**on**' in the first example is used to establish relation between the words '**price-tag**' and '**his heart and soul**'.

The word '**to**' also establishes relation between '**his ears**' and '**a howling mob**'

Such words, used to establish relation between a Noun or Pronoun and other words in a sentence is called a '**Preposition**'.

The relationship may be based on **time**, **place**, **position** or **direction** etc. '**Above**', '**under**', '**below**' etc. are the **Prepositions of Place** or **Position**, '**towards**', '**to**', '**from**' etc are the **Prepositions of Direction**, '**on**', '**at**', '**until**' etc. are the **Preposition of time**.

Can you find out other Prepositions from this lesson? Also mention their types and the words these Prepositions relate together.

**F. ACTIVITY**

1. Do a project work on the Gurukul, the ancient system of education in India.

**G. TRANSLATE**

Translate the following sentences into English:

1. तुम्हें अंग्रेजी सीखना होगा।
2. सरकार को अंग्रेजी अनिवार्य करनी होगी।
3. रोजगार के लिये अंग्रेजी पढ़नी होगी।
4. सभी लोग दयालू नहीं होते।
5. सभी बदमाश में एक नायक होता है।

6. बुराई में अच्छाई भी होती है।
7. प्रत्येक दुश्मन में एक दोस्त होता है।
8. उसे आराम से अंग्रेजी सीखने दें।
9. अगर पढ़ा सकते हैं तो किताब के महत्व के बारे में बतावें।
10. मेरे भाई को अंग्रेजी सीखने की कोशिश करने दें।

